



Chapter 4

Elementary School

Technology

Education Model

Curriculum

MISSOURI TECHNOLOGY EDUCATION GUIDE
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Elementary Technology Education Model Curriculum

Introduction

This chapter contains the materials from the ITEA-CATTS *Technology Starters: A Standards-Based Guide* (ITEA, 2001). This document was developed by and for the CATTS Consortium for use by its members. Missouri was a Consortium member during the year that this product was developed, giving us the rights to utilize, copy and distribute this product to our teachers.

This elementary guide contains 180 pages. For that reason, only the first chapter of the *Technology Starters* is included in the printed version of the Missouri Technology Education Guide 2002. The complete text, with activities and photos, is included on the CDROM version.

Why Should Elementary Students Study Technology?

We seem to have no problem beginning the formal primary education of our nation's youth with core subjects such as language arts and mathematics. National conferences, field research, state task force reports, and local curriculum reform efforts acknowledge that a study of the most pervasive and powerful cultural force, technology, should be a regular and significant subject for study in all grades in our nation's schools. This new "core" subject is essential to preparing students for life in a world defined by technology and innovation.

Imagine a world without the wonderful innovations that are found in all areas of daily life: in transportation, health care, communication, recreation, and careers. Students who develop technological literacy beginning in the early grades will have the thinking skills and basic understandings necessary to use and manage technology responsibly and to make wise decisions concerning new innovations.

Technology is not an add-on subject in the primary grades. Rather, the study of technology is an integral part of the elementary curriculum. At this level, technology provides the theme or context for studying other subjects. For example, studying life in the colonial period of American history includes content concerning what kinds of houses people lived in and how news and events were communicated between towns and across the ocean to Europe. The early settlers devised systems for transportation and developed tools and irrigation systems for growing crops. An activity incorporating the study of technology might engage students in designing and making models of colonial homes and communities, designing and creating kitchen utensils out of materials available at that time, or assembling a medical kit with mock supplies that would have been used at the time. Students are curious about how people lived in different contexts; technology provides an exciting context for studying and experiencing ways that people have adapted to new places and improved upon what was already there.